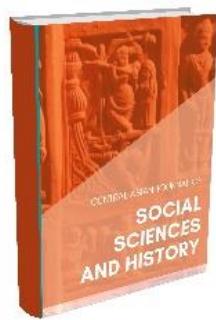




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Classroom Management for Teachers' Instructional Effectiveness

Goodhope Chinene Igwe (Ph.D)

Department of Educational Management, Faculty of Education, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State, Nigeria

Mike Amirize (Ph.D)

Department of Educational Management, Faculty of Education
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State, Nigeria

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Abstract:

This study examined classroom management and teachers' effectiveness. Classroom management embodies the arrangement of teachers and students, seats, adequate and proper walkways in the classroom, and adequate and proper positioning of other classroom furniture to facilitate an effective teaching-learning atmosphere. All these enhance teachers' instructional effectiveness in the educational system. The study therefore critically examined the concepts of classroom, classroom structure, classroom management, classroom procedure, steps to follow in teaching procedure, classroom reinforcement, and ways of making classroom reinforcement work in schools. Also ex-rayed are teachers' instructional effectiveness, classroom instructional techniques, classroom interaction, techniques for effective classroom management, and teachers' effectiveness. The study concluded that it is important that the classroom be comfortable, conducive, and devoid of disciplinary problems. Therefore, the effective management of the classroom should be a joint responsibility of the learner, teacher, government, and other stakeholders in education. It is only by doing so that teachers' instructional effectiveness can be achieved.

Introduction

Classroom management has been highlighted across numerous research studies as a major variable that

affects students' academic performance (Marzano, 2008). The most obvious reason for this assertion is that effective classroom management sets the stage for teaching and learning. It sets a tone in the classroom that captures students' attention as a necessity for effective teaching and learning (Marzano, 2008). This statement is obvious since a classroom that is chaotic and disorganized as a result of poor classroom management is highly unlikely to enhance expansive learning and students' academic performance and might, indeed, inhibit it. In chaos, according to Idopise (2004), very little academic learning can take place. Walter (2006) stated that classroom management differs from one teacher to another because of the teacher's personality, teaching style, preparedness, and the number of students in the classroom.

For Umoren (2010), the concept of classroom management is broader than the notion of student control and discipline; it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities to create a conducive learning environment. Morse (2012) opined that classroom management involves curtailing learners' disruptive behaviors such as fighting and noise making, close observation, the arrangement of classroom learning materials, and responding to students who suffer from poor sight (vision), poor reading, poor writing, poor spelling, shame, dullness, hyperactivity, and poor study habits.

Teachers are people who are trained to impact knowledge or who aid others in acquiring knowledge, skill, value, or competence. Teachers are trained and experienced personnel whose duty, among others, is the impartation of knowledge to learners through the teaching and learning process, either in a traditional classroom or online. According to Senge (2000), a teacher is an expert who is capable of impacting knowledge that will help learners build, identify, and acquire skills that will be used to face the challenges of life. Mbise (2008) posited that a teacher is the one who has knowledge, skills, and special training in teaching, explaining, and educating. The teacher is the person who is capable of creating behavioral change in terms of cognitive, psychomotor, and effective domains. Teachers are found in all our teaching and learning institutions. They have acquired skills and knowledge in various fields of endeavor, and they impart this knowledge to Nigerian children, who are future teachers and so many other professionals (Amanchukwu, 2013).

Effective teaching is critical in secondary education, and it is best sustained when schools are located in areas where specialized teachers prefer to work as well as in positions that enable and support teachers' effectiveness. The whole set of indicators that were analyzed contributed to measuring teachers' effectiveness in the teaching and learning process in secondary school. The observation of the effectiveness of teachers is based on basic truths concerning education, which are skill, knowledge, value, aptitudes, and attitudes that students have in a particular classroom for teachers, depending on the effectiveness of the teachers. Effective teachers are those who achieve goals that they set for themselves or that have been set for them by others, like the education ministry, legislators, government officials, and college administrators. Effective teachers must acquire the knowledge required to attain a set goal and be capable of utilizing skills appropriately when those goals are achieved.

Beck et al. (2005) noted that "twelve possible and potential proofs for teaching effectiveness" include: learners ratings like student teacher evaluation, peer assessments, self-reviews, video practice, student interviews, alumni worker and commissioner ratings, teaching scholarships and awards, learning results measures, and maintaining teaching assessments. These sources identified a wide range of

measures for teaching effectiveness, and organizations, subdivisions, and schools motivated a wide range of sources to indicate sound teaching practice. This effectiveness indicator places emphasis on teachers as the primary or key actors and teachers as potential indicators that associate quantity and quality for teachers who are responsible for secondary school education. These possible and potential indicators of teacher effectiveness are learners performance, knowledge on the subject discussed, education backgrounds and knowledge level, specialized teacher training, research and development, teacher time usage, work conditions, incentives, and wages, competency and skill of the teacher, rate of leaving and graduation, attendance level, and teacher satisfaction.

Concept of Classroom

The term classroom means a space provided in a school where students gather and the teacher meets them for a lecture. It is a room designed for the purpose of teaching and learning. A classroom is a room put aside and specially designed and equipped for academic purposes. Akinwumiju and Agabi (2013) say that a classroom is one of the facilities that every school must have. Agabi, Onyeka, and Walitersely opined that a school is not complete without at least one block of classrooms to facilitate organized teaching and learning. Classrooms are essential in schools because they enhance teaching and learning. A conducive classroom environment boosts the desire for knowledge and heightens creativity in learners (Agabi et al., 2013). Classrooms shield learners from erratic weather conditions such as rain, wind, and tremendous weather conditions (Agabi et al., 2013). The classroom, with the aid of its facilities, such as a writing board and classroom seats, is instructional material that enhances teaching and learning.

There are as many definitions of classroom management as there are writers on the subject matter. Each writer defines the concept as he views it. Classroom management has therefore been defined in various ways, such as the orderly control of the students, the class environment, and teaching materials, in order to obtain the desired learning objectives, which can enhance the academic performance of students (Ololube, 2013). Teachers often view classroom management as a list of tricks or suggestions that are able to "fix" any problem in the classroom (Lewin et al., 2011). However, the following definitions of classroom management suggest that there is more to classroom management than some would believe: Tal (2010) defines classroom management as "the ability of the teacher to lead the class... toward achieving the socioemotional welfare and learning of the students". Wigwe (2013) defined classroom management as "how teachers maintain order in a classroom". He further defines classroom management as a set of procedures that, if followed, should help the teacher maintain order in the classroom and involve both antecedent and consequent procedures that can be combined to provide a comprehensive approach to classroom management.

Mgbodile (2014) sees classroom management and administration as the process of creating favorable conditions for facility instructions as well as regulating the social behavior of students. He viewed classroom management and organization as functions of proper knowledge, dedication, skill, and training. The behaviors and reactions of students are closely related to the degree of the teacher's proper management of the classroom. Akpakwu (2016) defined classroom management as the orderly control of the students, teaching materials, and teaching aids in order to obtain the desired learning objectives. Classroom management, considering the above-mentioned views, could be conceptualized as the planning, management, and execution of the school's programs as they affect teaching and learning in the classroom. The teacher manages the physical as well as the psychological environment to create an atmosphere that is conducive to learning. Although classroom rules are essential, they are ineffective in reducing inappropriate behaviors when they are not used in conjunction with a behavior

management plan that includes various types of reinforcement (e.g., verbal praise, privileges, and tangibles) and consequences (Simonsen et al., 2015).

Classroom Structure

Classroom arrangements are a crucial factor that every teacher must consider before commencing any educational or academic process. This issue is not limited to only secondary education but should equally be taken into consideration in colleges and every person's life. Humans are social classes, which means that if we do not design set considerations in colleges and every person's life. Humans are social classes, which means that if we do not design structures for how we are supposed to behave, we will become very unruly. When a student first enters a classroom, the first impression they get from the teacher is the classroom arrangement, which includes managing class space, time activities, and students' behavior considering the teacher's competencies and skills (Djigic & Stojikovic, 2011).

There are several factors contained in this, such as class color, class temperature, and seat arrangement. Since seat arrangement is a key factor in how students learn, it would be painstakingly examined. Student motivation is a crucial part that requires proper attention in the classroom. When students are improperly motivated, they can't do the work desired by the teacher. Being motivated is linked to research revealing that students value sitting in several locations in class, and these seat locations vary by student, which is linked to motivation. Wherever they reflect on how they see themselves in class. Most literature on the issue of class structure does not consider whether some factor that contributes to students' motivation is the seating arrangement in class. Classroom management is seen as integrating every factor that is associated with classroom organization aimed at creating a safe learning environment; similarly, it is the continual activation of all available teaching sources and students to attain class objectives, which happens when the teacher believes that students do not require reminders concerning set rules. According to Piwowar et al. (2013), inconsistencies in setting rules between teachers might equally cause disruptive behavior. Therefore, effective classroom management is needed for student enhancement and educational objectives.

Fabumi (2000) stated that it is a process designed to ensure the cooperation, participation, intervention, and involvement of personnel in the effective achievement of a given objective. Marzono (2003) stated that a classroom that is well managed will provide an environment in which teaching and learning can flourish. Classroom management has certain objectives. It does not just facilitate teaching but also increases teaching time. Also, it stops students' unsuitable behavior and supports an environment that encourages suitable behavior to emerge. One way to establish and settle class control is through management instruction. Wong (2015) defined instruction management as a cooperative teaching environment and experience based on teaching objectives. The most crucial quality is identifying those who are efficient in the teaching and learning process. For any success-based teaching process, students are supposed to be effective. Student-centered technique is an appreciable factor because it permits beneficial activities like identifying objectives, classifying knowledge, preparing materials, choosing a suitable technique, and preparing assessment tools. Obot (2010) stated that instructional supervision involves going around the classroom to observe students closely, engaging students in academic activities, asking questions, and using both verbal and non-verbal teaching methods to ensure that students are paying attention and taking more from the lesson. In simple fact, procedures differ from one another as concerns teaching technique.

Conventional techniques possess reinforced competitive-based atmospheres, while current techniques

favor cooperative-based environments. Competitive-based approaches result in conflicts, division, and problems among students, but cooperative-based techniques foster interaction and positive manners that are controlled using strategies initiated by Jolodor and Yunus (2011), who initiated that discipline and social intelligence are appreciably associated. The outcome of this research revealed that social intelligence was inversely associated with discussion, involvement recognition, and management techniques. It is crucial to support students integration in the teaching environment. Good planning and organization direct students to continually focus on tasks and seek individual control. Planned teaching is equally helpful when keeping classroom control.

Group-centered teaching is defined as every student's or every group of students' behavior being impacted by the understanding ability and clarity of classroom language utilized by the teacher. Students learn to the point that they understand teachers, provided they are disordered concerning the instruction that was given. They must ask their peers. Eisenman et al. (2015) pointed out that little attention is paid to classroom management in professional development research and professional discussion. Effective classroom management allows instructions to be clear and transit activities to be used economically. Also, it provides room for summary course and class assessment, which equally maintain that for effective long-term learning, gathering feedback from students and sound reinforcement are crucial. While managing these objectives, students gender, age, and cultural-based features must be considered. "Caring teachers listen to students purposefully and critically, providing a chance for students to air their views in class to avoid discipline issues" (Noddings 2007:91). This result is not just a common and appreciable understanding but also fosters consistent democratic and fair class climates for students to adopt into several schooling procedures and events, their production difficulties, their successful behavior enhancement, and their motivation, whose participation is completely supported. Therefore, course summaries when ending any class must fall in line with student participation and be completely considered an appreciable factor because they motivate students and provide effective teaching methods.

It was appropriately argued that teachers have the greatest influence on the manner of behavior displayed by students in the classroom. Authrine and Klaude (2014) stated that there are benefits to providing students with choice in various learning activities in the classroom. This suggested that it is never student quality, the involvement of parents, or administration that impact the most, but teacher behavior. This position and assent are based on the proven fact that most students tend to behave in a manner that would be acceptable to the teacher's expectations. For instance, where teachers expect greater things from the students, they intend to rise to whatever their challenge is. The consequences suggested that when teachers expect bad class behavior, they will equally meet such a challenge. It is noted that effective classroom management is the most challenging part of every teacher's role and duty. Simply, teaching everyday curriculum content is never an issue, but guiding, directing, and empowering students to rule their personal behavior in order to enjoy their lives in any social setting is the key challenge. The general value of effective class management and its positive impact on guaranteeing the accomplishment of sound educational outcomes

Classroom Management

A classroom is a space provided in a school where students gather and the teacher meets them for lectures. It is a room designated for teaching and learning. A classroom is a room set aside and specifically designed and furnished for the purpose of teaching and learning. Akinwumiju and Agabi (2008) in Agabi et al. (2013) A classroom is one of the facilities a school must have. Agabi et al. succinctly put it this way: "A school is not complete without at least one block of classrooms to

facilitate organized teaching and learning. A classroom is very important because it facilitates teaching and learning. A conducive classroom environment increases the desire for knowledge and heightens creativity in learners (Agabi et al., 2013). The classroom protects learners from erratic weather conditions such as rain, wind, and extreme weather conditions (Agabi et al., 2013). The classroom, with the aid of its facilities such as the writing board, classroom seats, and instructional materials, enhances teaching and learning. For the classroom to be useful for the purpose it was meant to serve—teaching and learning—it has to be organized and maintained. This brings about the concept of classroom management.

Classroom management refers to the sum total of actions taken by the teacher in the classroom to bring about a conducive classroom environment that supports teaching and learning, leading to success and achievement (Mcreary, 2010). Agabi et al. (2013) defined classroom management as the process and strategies an educator uses to maintain a classroom environment that is conducive to students learning and success. Similarly, Dollad and Christensen (2015) defined classroom management as the action a teacher takes to create an environment that supports and facilitates academic, social, and emotional learning.

Teachers in the classroom are the managers of classroom activities. He is concerned with maintaining order, regulating the sequence of events, and directing his own attention towards achieving educational goals. Classroom management plays a very important role in the teaching and learning process. Marzono (2003) said a classroom that is well managed will provide an environment in which teaching and learning can flourish. The success of any educational system depends largely on the effectiveness of classroom management. Classroom management techniques have been divided into two major components, behavioral management and instructional management (Martin & Sass, 2010). Classroom management has been highlighted across numerous research studies as a major variable that affects students' academic performance (Marzono, 2008).

The most obvious reason for this assertion is that effective classroom management sets the stage for teaching and learning. It sets a tone in the classroom that captures students' attention and is a necessity for effective teaching and learning (Marzono, 2008). This statement is obvious since a classroom that is chaotic and disorganized as a result of poor classroom management is highly unlikely to enhance expansive learning and students' academic performance and might, indeed, inhibit it. In chaos, according to Idopise (2004), very little academic learning can take place. According to Walter (2006), classroom management differs from one teacher to another because of the teacher's personality, teaching style, preparedness, and the number of students in the classroom. Umoren (2010) maintained that the concept of classroom management is broader than the notion of student control and discipline, it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities to create a conducive learning environment.

Morse (2012) stated that classroom management involves curtailing learners' disruptive behaviors, such as fighting and noise making, close observation, the arrangement of classroom learning materials, and responding to students who suffer from poor sight (vision), poor reading, poor writing, poor spelling, shame, dullness, hyperactivity, and poor study habits. When classroom management is viewed in a more broad and holistic sense, incorporating every element of the classroom, from lesson delivery to the classroom environment, becomes important (Nicholas, 2007). According to Nicholas (2007), this includes creating an organized and orderly classroom, establishing expectations, inducing

students' cooperation in learning tasks, and dealing with the procedural demands of the classroom. This view of classroom management contrasts with a narrower view of classroom management, which deals with just discipline and control. Bassey (2012) opined that a wider view of classroom management shows increased engagement, a reduction in inappropriate and disruptive behaviors, the promotion of student responsibility for academic work, and improved academic performance.

Simonsen et al. (2008) identified five important features of classroom management: the physical arrangement of the classroom, classroom structure, instructional management, procedures designed to increase appropriate behavior, and procedures designed to decrease inappropriate behavior. Furthermore, by modeling strong organizational and management structures, teachers can help build students own abilities to self-regulate. Another view of teaching also highlights the importance of teacher behavior in developing students' behaviors in ways that direct students' academic performance and classroom behavior.

Classroom Procedures

Classroom procedure is crucial in managing students' behavior in school organizations. The behavior of students is effectively managed when there are rules and principles in the classroom initiated by teachers to control students behavior in the school environment. Procedures are part of life (Savas, 2012). In effective classrooms, students take part in discussions, investigations, and decisions on issues that broaden their knowledge and skills. Savas (2012) stated that effective classroom environments are a joint effort of school administrators, teachers, and parents who are working cooperatively to help manage students' misconduct. A good learning environment offers a safe platform for learners. Before you can expect students to succeed academically, they must also feel safe, both mentally and physically.

In order to maintain a safe learning environment, learners must feel supported, welcomed, and respected. They are crucial in society in order for people to function in an organized manner. Imagine what life would be like when we did not have any procedures for situations like traffic lights or airplanes. Procedures are necessary for a teacher's effectiveness in classroom management. It helps by showing what is acceptable in the classroom. Strategies for managing procedures initiate some classroom culture; procedures command what learners are meant to do and how they work.

Stoop (2011) stated that effective classrooms recognize disparities in students, build cooperative learning associations, interact with parents, provide feedback for teachers, and utilize techniques that enable students to take charge of their personal learning. A procedure explains how you want something to be done, and it is your duty as the teacher to clearly explain it. Procedures are necessary to promote classroom management effectiveness in senior secondary schools. Procedures are essential to effective classroom management because they minimize interruptions in the classroom and sustain discipline because they inform learners of the ways things are done.

Classroom procedures aid learners in knowing what must be done, e.g., when to ring the bell, when to go out, when daily work is finished, and when to use the restroom. The smooth running of the classroom depends on the ability of the teacher to effectively use procedures in every class activity. Oriji (2014) opined that effective teaching needs a basic management skill, which is understanding classroom nature. Evans (2006) stated that effective teaching is a kind of classroom interaction that occurs between teachers and students, resulting in an increase in students' knowledge. This refers to interaction skills, the use of praise, rewards, motivation, etc., during the teaching process. Teachers and learners' interaction is crucial in school because it helps the learner's success. Interaction between

teachers and students is essentially fundamental for the teaching and learning relationship, which is seen as variable for students with behavioral and learning problems.

Steps to Follow in Teaching Procedures

- You must explain what you expect of the students.
- You must practice them.
- You must reinforce it until it becomes routine.

Beginning from the first day of school, one must have procedures as follows: when one is entering the classroom, leaving the classroom, being in the hallway, when to sharpen your pencil, when to ask questions, transiting from activities, collecting something that requires spending time outside the classroom, model and practice procedures. Kurt (2014) stated that teachers' sense of efficacy affects their ability to effectively manage a classroom. These procedures continue until they become routine. Classroom routine is simply a well-rehearsed response to a teacher's directive. When routines and procedures are carefully taught, modeled, and established in the classroom, students know what is expected of them and how to do it. Routine, on the other hand, is a process by which students can perform tasks without asking questions. When you discover that students are not following, then rehearse or re-teach the correct procedure, give feedback, or rehearse till you become satisfied and acceptable. Remind your class of this procedure by echoing OK, class, I wish to inform you that when the bell rings, you will not stand up from your seats until school dismisses. Then practice along with them and allow them to witness it.

When the bell rings, students look around and witness that they are sitting, then acknowledge them for doing a good job. We use such steps in teaching every other procedure. Here are some examples of ways to utilize three basic steps in teaching specific procedures, which include: Classroom entry procedures: explain to students that when they intend to use the restroom, they must leave their seat quietly and politely take their class pass, then leave the classroom. Don't interrupt other students for the appropriate procedures for each time of the day. Model whatever you intend to see, then allow a few students in the class to practice what this model would look like.

Classroom Reinforcement

Reinforcement has been used to help fortify and increase the probability of a specific response in effective teaching exercises. Using reinforcement procedures can be applicable to both typical and developing students with various psychological issues. Reinforcement is one of the core methods of behavior change that increases desirable behaviors. The Affirm Team (2015) opined that classroom reinforcement may seem like a simple strategy that all teachers use, but it is often not used as effectively as it could be. The goal of this article is to describe how reinforcement can be used more systematically in the classroom.

Hall and Rahimi (2015) identified two types of reinforcement: Positive and Negative Reinforcement.

Positive Reinforcement: Positive reinforcement inspires the recurrence of good behavior that was committed by any student; it makes students conscious of their strengths and capitalizes on them continually. Edorgan and Kurt (2015) stated the interactionist concept, which believes that students learn through interaction with peers; however, many teachers are finding it very difficult to distinguish between these two. When teaching in a classroom that is filled with students, one would find a

combination of positive and negative reinforcement, depending on the issue. This is an effective and powerful tool that is used when molding and changing behavior. It functions by rewarding and praising desired behavior, which makes behavior better with positive reinforcement.

Ways of Making Positive Reinforcement to Work in the Classroom

The following are ways of making positive reinforcement work in the classroom:

- **Target praise:** Students' overall responses are more positive when praised, especially on a targeted basis. For instance, saying "Peace, you did very well on the English test" is more effective than saying "Great Job, well done, class".
- **Specific Time:** This is an equally crucial example. "When a student answers certain questions partially, complete positive reinforcement is not needed or necessary; only when such a student has completed the desired behavior should such a student be praised."
- **Reward Regular:** Rewards become effective when sparingly used. This would equally help enhance general students' behavior because rewards are given at certain times, not only on certain days.

Negative Reinforcement: Negative reinforcement is often mistaken for punishment, but they are never the same. When initiating negative reinforcement, the teacher is increasing behavior. Whereas, when initiating punishment, the teacher is decreasing behavior. Negative reinforcement is also conceived of as when unwanted behavior is avoided by removing some stimulus that was exhibited. In such a manner, positive behaviors occur, and in a positive direction. For instance, when teachers have a certain student who forgets to do homework, they get negative reinforcement through a bad grade; hence, such an attitude turns into unwanted behavior from such a student. If they submit homework and get a positive reaction, then it is termed "negative reinforcement," and such a student would likely submit homework because of such a positive response. Using positive and negative reinforcement is a continuous balance in a school environment. Instead of functioning to get positive consequences, students work to get rid of certain punishment consequences (Agabi et al., 2013). The classroom having the needed facilities, like a writing board, class seats, and instructional materials, improves educational activities.

Negative reinforcement is usually employed in the classroom to manage behavioral challenges. Surprisingly, such behavior improves instead of reducing disobedient behavior. Reinforcement is employed to increase the possibility that certain behaviors will occur with the delivery of a certain stimulus immediately after a certain response or behavior is exhibited. Positive reinforcement inspires the recurrence of good behavior that is committed by any student. It makes students conscious of their strengths and capitalize on them continually. It is crucial not to neglect negative reactions; continuous aspiration for positive actions has long-lasting and standing impacts. It means bringing in an appreciable sense of oneness, and teachers would better incorporate such techniques in their everyday interactions with students. The outcome had an immediate impact on students' behavior but definitely sharpened it in the long run.

The most effective method that teachers develop in an attempt to manage challenging behavior is to stop it from repeating itself. Based on this, most school-initiated techniques to encourage positive behaviors are based on the assumption that every behavior is either negative or positive for the student, so acceptable behavior is taught. Okolocho and Onyenike (2013) maintained that the essence of teachers applying pedagogical skill in class-oriented action constitutes the most important fabric on

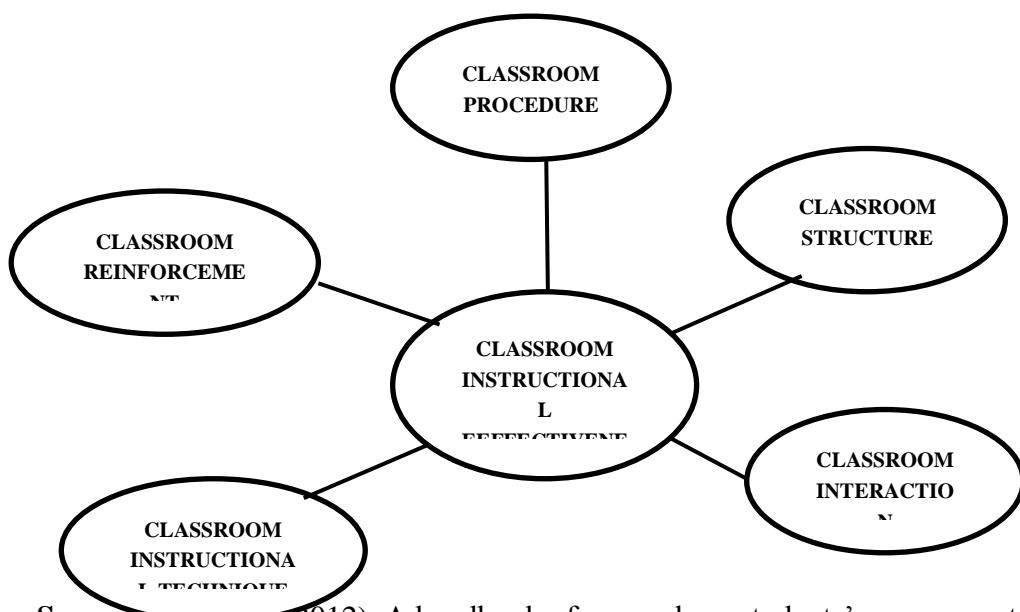
which success, administration, and all education systems rest. It is also estimated that behavior is a background skill, meaning children are taught how to behave in a certain manner in school. Acceptable behaviors are reinforced in school and the classroom, which supports positive behavior.

Teacher's Instructional Effectiveness.

A teacher's effectiveness refers to a set of within-person attributes (personality, motivation, beliefs, and dispositions) that interact with contextual factors (cultural, social, and educational) to influence students' outcomes.

Conceptualizing Teachers' Instructional Effectiveness

Fig. 2.1 The researcher conceptual framework (2022)



Source: Allen J.P. (2012). *A handbook of research on students' engagement*.

Classroom Instructional Techniques

Classroom instructional techniques can be defined as the method used by the teachers to create opportunities for individualized learning programs and can serve as an effective tool for monitoring and supervising them effectively in the classroom. On the other hand, classroom instructional techniques are processes by which teachers distribute information to the students in the classroom, which means effective instruction that involves understanding how students learn best and the teacher making sure that the students understand the methods introduced by the teacher in the classroom. Learning comes from stimulation of the senses. At times, classroom management is more crucial than others to learning and remembering information. Instructors should present materials in such a manner that they encourage as many senses as possible in order to increase their chance of teaching students to share pages in the learning process.

Donald (1995) stated that teachers should draw out working experience, which adds value to the learning in the classroom. Instructors in the classroom should act like trained teachers, guiding

participants to their own knowledge rather than producing them with the facts needed to pass information across to the students in the classroom. This requires specific skills, such as planning and organizing, as well as a propensity for teamwork. It requires a better deal of commitment, initiative, and teacher preparedness to adjust creative thinking and actions (Abel, 2011). The teacher in the classroom should make sure that he or she uses the right methods to pass information to the students in the classroom so that they understand the methods and techniques used by the teacher in the classroom.

Walter (2006) opined that classroom management differs from one teacher to another because of the teachers' personalities, teaching styles, preparedness, and the number of students in the classroom. According to Umoren (2010), the concept of classroom management is broader than the notion of student control and discipline; it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities to create a conducive learning environment. Pane (2012) stated that classroom management involves certain disruptive learning behaviors such as fighting and noise making, close observation, the arrangement of classroom learning materials, and responses to students who suffer from poor sight (vision), poor reading, poor writing, poor health, poor spelling, shame, dullness, hyperactivity, and poor study habits.

Classroom management is reserved in a more orderly and holistic sense, cooperating with every factor of the classroom, from lesson delivery to classroom environment. This means creating and organizing or arranging the classroom, which means establishing expectations, including students' cooperation in learning tasks, and dealing with the procedural demands of the classroom. Bassy (2012) stated that classroom management shows increased engagement, reduction in improper and disruptive behavior, promotion of student responsibility for academic work, and improved academic performance. In effect, discipline, control, and the consequences become authoritative, punitive approaches to classroom management. Thus, classroom management describes much more than any of these words.

Teaching effectiveness is very important to the management of the classroom because the confirmation produced is used for major decisions about our future in academics. Teaching effectiveness shapes the quality of our teaching and formative assessment, which uses confirmation to "sum up" our overall performance or status to decide about our annual merit pay, promotion, and tenure. The former involves decisions to improve teaching, and the latter consists of personnel decisions. Instructional techniques serve as a channel between the teacher and the students when delivering instructions. They may also serve as motivation for the teaching-learning process; they are used to get the attention of the students. Instructional techniques are crucial for teaching, especially for inexperienced teachers. Teachers rely on instructional techniques in every aspect of teaching. They need materials to improve teaching exercises in the classroom. Making sure that teachers are adequately prepared to manage classroom behavior is crucial because failure to do the right thing successfully can affect the student's academic performance.

Hosenfeld et al. (2014) stated that teachers often use instructional techniques for lesson planning. Those techniques are also needed by the teacher to assess the knowledge of their students. Teachers often assess students, and when administering exams, instructional materials are essential for all of these activities. Classroom behavior promotes students' orientation to rules and regulations in the classroom. Classroom concepts cannot be fully achieved without the use of instructional techniques. The use of instructional techniques in classroom management stimulates good classroom behavior in the school organization. Experience over the years has shown that teachers have relied on excessive use of words to express ideas or convey facts in the teaching-learning process. This process is termed

the chalk-talk method.

Classroom Interaction

Several people have defined interaction at different times with meanings acceptable to all. Okorie (2000) stated that interaction is the process of transmitting one's thoughts, ideas, wishes, behaviors, and emotions to others. It is the exchange of information between the teacher and the students. Classroom interaction is a practice that enhances the development of two important language skills: speaking and listening. Markee and Kasper (2004) stated that interaction between teachers and students is one of the platforms where any reality about classroom phenomena can be expressed. Teachers instruct using oral, written, or other media of interaction like video tapes, computers, and art forms. Students demonstrate their learning through similar media.

Peretomode (2001) saw interactions as the transfer of information and feelings from one person to another. Interaction is indispensable to human existence. Ellis (2009) states that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. Moreover, Brown (2015) states that interaction is the basis of L2 learning, through which students are engaged both in enhancing their own communicative abilities and in socially constructing their identities through collaboration and negotiation. Interaction is the communication between teacher and students that runs continuously as a responsive act.

Tsouloupas et al. (2014) stated that personal and school cultural factors related to teacher efficacy and teachers' perceptions of student behavior can predict teacher efficacy in managing student misbehavior. Teachers sometimes place less emphasis on instructional materials. In a teacher-centered classroom, the students see the teachers as the main source and dispenser of information. Sahim (2015) posited that the common goal of all teachers is to promote task-oriented instruction that promotes the consistent improvement of classroom management. Teachers in this scenario are erroneously regarded as the prime source of wisdom and somebody who knows everything about the subject matter. This instruction does not allow students to develop the skills, abilities, processes, and behaviors required for critical thinking and experimental learning and therefore becomes less challenging, boring, and rewarding. In spite of these shortcomings, the teacher is the decisive factor in any classroom. Factors of classroom change in effective instruction, which begins with the student's experience. An effective teacher makes room for students' participation. A lively teacher uses comics, which are a valuable teaching tool for establishing a conducive classroom climate. It improves instructional effectiveness and is fundamental to positive classroom learning. There are several methods of interaction in the classroom, including the teaching cycle and the teacher's initiation.

Sass et al. (2016) stated that student classroom effectiveness is crucial in secondary school management of classroom behavior in order to control the behavior of students in the school organization, which is the most effective. Based on these facts, there is a need to study the relative effectiveness of classroom interaction techniques and students' participation. This is crucial because of the need to discover what is happening in the classroom with a view to achieving the best interaction pattern and students' holistic intellectual development. The students need classroom interaction, and the classroom teacher needs to facilitate it through teaching and learning. The students should be adapted in line with the needs of the teachers so that they may find it more interesting among themselves as all of them get involved in positive classroom interaction, which encourages classroom instructional effectiveness.

Techniques for Effective Classroom Management

Behavior

Perhaps the most obvious, and arguably the most complex, component of classroom management is the student's behavior. It is no secret that the key to an engaged classroom and effective classroom management is well-behaved students, but it is not always easy to achieve this. Before we look at how to achieve 'good' behavior, we must first define what we mean by this; again, this may differ from subject to subject. For example, the desired behavior of a student in a physical education class would be starkly different from that of a math class; however, there are multiple behaviors that are considered 'good' school-wide.

Depending on your teaching approach, there may be behaviors that have not been included in the above list or ones that you would choose to omit, but regardless of what these positive behaviors are, the most challenging part of this area of classroom management is fostering them. Here are some guidelines on how you can ensure good behavior in your classroom.

Lesson Plans

Fail to prepare, prepare to fail. It is a mantra we preach to our students, but it is also one that rings true for us teachers as well. If we walk into a classroom with no clear plan for what is about to happen, we can almost guarantee the result will be a classroom full of unruly, unengaged students. Lesson plans and good classroom management are practically intertwined. When you have it, it minimizes the opportunity for classroom distraction and, if executed well, keeps students on task and engaged.

Classroom Discipline

Discipline involves the preparation of an individual to be a complete and efficient member of a community, and a disciplined member of a community is one that knows his or her rights and obligations to the community. That is, the individual must be trained to have self-control, respect, obedience, and good manners. Okumbe (2009) identifies two types of disciplines: Positive and Negative discipline. Positive discipline, also known as self-discipline, comes from the aim and desires that are within the person, where there is no element of fear. Okumbe (2008) connected positive discipline with preventive discipline, providing gratification in order to remain committed to a set of values and control individual responsibility in the management of time, respect for school property, school rules and authority, and good relations between students and teachers. Punishment in schools is considered a disciplinary measure and therefore used as a means to maintain good discipline, referring to conformity and order in schools.

Punishment, as a social institution, is intended to control, correct, or bring an individual's or group's behavior into line. In line with this opinion, Okumbe (2010) said punishment in school is meant to instill discipline and is meted out to students who violate the school rules and regulations, and that it is administered to bring about the desired change in behavior and improve school discipline if commensurate with the offense committed. Viewing from the angle of accountability, Cotton (2006) opined that punishment in the school system is expected to teach students accountability for their mistakes, that is, to teach them the relationship between their behaviors and the outcome. However, Omari (2006) argued that punishment does not teach correct behavior; it destroys even the opportunity to demonstrate acceptable behavior. He asserts that from the age of eighteen years on, there is a growing opposition to any use of physical force in disciplining the individual. This argument brings us to the negative form of discipline, which, according to Okumber (1998), occurs when an individual is

forced to obey orders blindly or without reasoning. In which, he continued, the individual may pretend to do the right thing or behave well when the superiors are present but turn the other way around when his or her superiors are absent. He illustrated his argument with a situation where a student may behave well when the teacher is present but resort to mischief as soon as the teacher is out of sight.

This discipline, the positive discipline, also referred to as self-discipline, boosts academic achievement. Time management is not only an element of discipline but also an indicator of academic achievement. Time management is not only an element of discipline but also an indicator of self-discipline; discipline is an essential ingredient in goal attainment, academic outcomes included. In their view, Eilam and Aharon (2003) stressed that time management can be viewed as a way of monitoring and regulating oneself as regards the performance of multiple tasks within a certain time period, and, therefore, for a better academic outcome, the students' self-attitude and participation are required as a principle of time management practice. Success can only be achieved when students discipline themselves and show good time management.

Reward System

Many new teachers wonder if they need to have a classroom reward system. The short answer is yes, to an extent. Using rewards as a part of classroom management isn't mandatory, but there are reasons to consider doing so. For one, motivating young students to participate in their own learning can be difficult. Having them practice good behavior on a daily basis can be even harder (Freeman, 2011). There are advantages to having a classroom reward system. Then, we will see how you can design your own system and mention some pitfalls that you will want to avoid along the way. Whether we like it or not, humans need motivation. As we mature, most of us become intrinsically motivated. This means that we can motivate ourselves from within based on internal desires to do something, such as reading, because we genuinely enjoy it and not just because we are told to or because we want to appear smart to our peers.

This is a tough concept for little kids and even some adults. After all, many people would not work if it were not for what they receive at the end of the week: a paycheck (Adediwura, 2008). Although it is good to encourage students to become intrinsically motivated, it's also worth noting that extrinsic motivators are important, too. It will save your sanity to accept that external rewards such as money, grades, prizes, and praise will drive most of their behavior. There is a link between external rewards and students' academic performance. As a teacher and mother of four, including a teenage son, I learned this at home before I ever noticed it in the classroom. Up there in importance with grades, better behavior is one of the results that most teachers desire from a reward system. Reward-based motivational systems prove that unwanted behavior can be curbed by putting such a method in place. Study after study has shown that punishment does not effectively curb undesirable behaviors. This makes it especially important for teachers to find alternatives for encouraging positive behavior. The results? He is a high school senior who has not made less than an A since. I eventually stopped the payments, but by that point, making A's was a habit (Afe, 2015).

Effective Teaching

A teacher needs to reflect on the learning environment he has created and whether it engages all children actively and meaningfully. Do teachers involve all students, including those at the back of the classroom? How do teachers ask questions? It is important for a teacher to investigate how his style of

teaching can affect the progress and behavior of different students (Omoifo, 2007). Teachers plan and organize the environment of the classroom, determine the detailed curriculum to be presented to the students, as well as its sequence and pacing, the overall structure of the lesson (how much and what kinds of student listening and activities), the feedback mechanisms to know how each child is 'getting on,' and the correctives to be taken. Timing, pacing, and sequencing of different teaching and learning interactions are essential parts of classroom management, and many behavior problems can be avoided by improved management of the classroom environment and activities. Effective teachers and classroom managers address the needs of children both in terms of what they teach and how they teach.

Though teaching is generally a group activity, learning is very individual. Effective teachers are sensitive to these differences and take actions to accommodate them so that, ideally, each child is provided with an optimal learning experience. Managing classrooms for better teaching and learning. Teachers decide where children sit in the classroom. This may appear to be an unimportant decision, but it is not. The seating arrangement in a classroom can enable or disable interaction as well as impact student behavior and attitudes (Adediwura, 2007). Thus, it is important to decide who will sit where and during which activity based on the teacher's knowledge of his or her students. Research shows that children sitting farthest away from the teacher have the fewest interactions with them, are the least involved in classroom activities, and have the lowest achievement scores.

Classroom Management and Teachers Effectiveness

The effectiveness of the teacher in instruction delivery is dependent on the teacher's classroom management ability and the availability of teaching and learning facilities. In addition to this, the learning process varies from student to student. Some students learn quietly in the class and always refuse to share their ideas with others; others learn by always wishing to share their ideas with other members of the class. The former are usually tagged "introverts," while the latter are always described as "extroverts." This opposite learning situation has to be understood by the teacher who wishes to conduct his class properly for effective instruction delivery, which invariably leads to the achievement of the goals of secondary education.

Again, students' discipline is another determinate factor. When students are well behaved and obey the school rules and regulations even in the classroom, it makes teachers effective in discharging their duties.

Conclusion

The classroom constitutes a very important unit of the school system because most instructional activities take place in it. The classroom has many benefits for the learner, teachers, and school managers. It is important that the classroom be comfortable, conducive, and devoid of disciplinary problems. Therefore, the effective management of the classroom should be a joint responsibility of the learner, teacher, government, and other stakeholders in education. It is only by doing so that instructional effectiveness can be achieved.

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